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Miss Mason

Scale House

Ambleside

Westmouland

1911

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PORCHESTER TERRACE
HYDE PARK W



three days before either date. I am in London all
the time except 10-14th July.

TELEPHONE.
N° 212 PADDOINGTON.

Yours love

Netta

102 Beverley Road

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PORCHESTER TERRACE
HYDE PARK

10.7.1911

My dearest:

I have come up here for a week end
& whilst my quack is not operating I feel
I can have that long deferred talk with you. I have
heard nothing of your health. Is the pain in the back
better? This nice the conference number of
White Point is! I wish I had heard your
opening words. I want dear, to be one
of your students for me again - you see I claim
to have been so often before & I want to put
some questions before you. Don't hesitate to dictate
an answer. I don't want long self written
letters & don't hurry to answer, take your
own time.
As time goes on I become more & more inclined
with the idea that life is only a preparation
for something better, & more & more long
for that better. You try & put the personal question

out of control, leave the heart for all this feeling
 all. Every morning I am rather unpleasantly
 surprised that there is another day before me
 "I thought last night was the last." Then I get
 up & my work & (look well I am well)
 but the physical side is not the one I want
 to dwell upon. It seems to me that one
 can live in two ways: one in thinking this world
 & this life is everything "Let us eat & be merry for
 to-morrow we must die" & also I am
 inclined to see "this life is nothing for
 to-morrow we must die". I don't find that
 this philosophy, if one can call it such,
 affects my way of living, but it might
 if I had not other habits of mind & thought.
 I have a keen sense of duty, a keen feeling
 of using all one's powers, a desire to
 cooperate humbly in God's work by
 doing one's own best. But it

TELEPHONE.
Nº 212 PADDINGTON.

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PORCHESTER TERRACE
HYDE PARK W

affects me like this. I am positively glad
when some one dies who is ill & ready to die.
It shocks me to hear of people mourning.
If I hear of some one having a mortal
disease I cannot be sorry except for their
pain. I feel a positive hypocrite, when
some one tells me their dead ones are ill
when I hear of an aviator being killed
or a pilot dying in his path. I
feel pleased for them not sorry. If I
hear of any one making a failure of their
life, I just think "but what if he
could die" —

And again it affects me personally when
there is a question of pleasure for me. Oh,
I say it doesn't matter, in a few years more
I shall go, as long as I can be my best for

others there are such types as toward
infinity. I wish I could ~~talk~~ ^{write} to you instead
of writing. I know you could help me to
see straight. I feel that all these pages of
writing don't convey my meaning & make
you think I am madd & ill & depressed. I
really am not. Every one who meets me thinks I
look so well & jolly.

As to gossip. The conference programmes
are not. To me the conference seems muddled
& unsatisfactory but doubtless newer people
may think differently.

Miss Dyke's mother has had an operation
of a severe kind performed by my Surgeon Miss
Adick Blake. She has made a splendid

recovery (there I catch myself using my folks)
I have gone back to Easttown in my car.

She & my Miss Dyke are going off ^{to}
Italy for four months in Sept. & I have

Whatsoever their hands findeth to do, do
 it with thy might, for there is no work
 nor device nor knowledge nor wisdom
 in the grave whether thou goest

I have just found this quoted.
 Has ~~us~~ not believe this & not believing
 this we are inclined to think the
 sooner it is over the better. The only
 point is to deserve the other by working
 here; but when the other comes be glad.
 & after the work is done why bother
 about the other.

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Parents' National Educational Union

Presidents—LORD & LADY ABERDEEN

HYDE PARK & BAYSWATER BRANCH

Hon. Organising Secretary of the
Union and Hon. Secretary of the
Hyde Park and Bayswater Branch

Mrs. E. L. FRANKLIN

50, PORCHESTER TERRACE
HYDE PARK

(At Home Thursday mornings,
or by appointment)

motherless children or in such posts where
for some reason or other a young girl is
not suitable. She is exactly my age - 37.
She has a great gift for teaching, as we
found when she had the little ~~class~~ ones
at Miss Allen's class. Her knowledge of
nature is good & she is a great nature-
enthusiast. She has a fair knowledge of
French & Latin & a good ear for music,
& is as you know very well-read and
cultivated. She has £30 per year of
her own, which would help her towards
half her fees, & I very much hope that she

I should be most grateful for suggestions. ^{it should}

// Now as to the ^{letter} paper submitted to me.

There is much in it that I like immensely, but before the February meeting you must please say more about the P.R.S. question ^{& schools.}

I hope you have not lost the list of schools we worked out together & will send me that back together with the names of all students who have little schools, & all the letters re suggestions which I sent you as well as those you have yourself. I very much want

to urge that point before the Committee as well as the other one. Moreover.

I prefer our original scheme of six months work before an examination, & not chapter by chapter. One must make the thing as easy to people as possible, & the other would, I fear, frighten them off too much.

-25p3pneu123.

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(At Home Thursday mornings,
or by appointment)

You see, we have to make converts.
I like the discussion in the branch &
hope that will work. You remember
that your last decision was that you
would frame the examination papers
& mark the answers. I myself think
that the latter part could be done by
someone else - for example, Miss Hestitt -
but the questions should come from Scale
How. Probably you have them
already, as used by the students.

In your private letter you tell me that
the Committee when they take up a thing

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will find out ways & means. I fear that that means more or less that I do it & that they may or may not take up my suggestions. I am sorry now that we sent out fresh notices to the branches telling them that your communication would not be ready, but perhaps on the whole it is as well to postpone the ^{discussion} ~~meeting~~ until February.

I quite know that the suggesting that schools should join is a private thing of your own, but we want to push it as ~~one~~ do our other agencies & I am sure there are schools waiting for it

Yours with love

H. J. Garver

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PORCHESTER TERRACE
HYDE PARK W

Now as regards Wednesday evening, we had a dinner - Mr. Devonshire, Mr. Glover and Mr. Russell. We discussed his paper mostly then. Then after dinner came the other two teachers, Miss Droude & Mr. Earle, & Miss Allen. I definitely gave a lecture on our principles using your very excellent notes which, by the way, he has gone off with, and if you could send me duplicates I should be very grateful. He does not want to be troubled to return them. I am very sorry to trouble you about this, but I should like

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them at once if you can, as I want very much to have them. Possibly Miss Kitching has notes of what you said; she wrote them out.

Mr. Russell also took a set of programmes. He was greatly impressed with the examination papers, as was I. It very much proved to me your case, that given proper methods of introducing children to knowledge itself the teacher, be she a little painstaking & a good woman, is of secondary importance.

I may say in passing that it was instructive to find that the only two criticisms

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that could be made with regard to programme or work were. (a) the French work of most of the children, and *entre nous* Mr. Devonshire much criticised the way in which these papers were corrected by mademoiselle (Miss Allen said it was Mlle's handwriting): she said it was Swiss French & not good French.

Margaret Powell's French was voted in no way up to the rest, and Mr. Russell remarked that the questions were surprisingly out of line with the other questions.

(b.) Both Mr. Devonshire & Mr. Glover felt that the programme of songs was not up to the standard of the other things, even for the little ones. This is instructive, as these are just

the two things that you do not do. ^{226p4pneu12}

Mr. Russell was very much struck by the excellence of the work and interested in the programme. Miss Froude & Mr. Earle

were both impressed by what I said on ^{oral teaching} ~~the use of books~~, use of books, respect for

children &c., but alas! with Mr. Russell one can do nothing ~~though~~, as he ^{has} ~~considers~~

~~that~~ an absolutely wrong idea of children, with the definite feeling that it is positively wicked to give them anything that they do not understand!"! Talk as I would, he

considered that I was doing wrong in letting children read Shakespeare, Scott &c., and when I mentioned that Haisatha was preeminently a baby's poem^{l-l}, for a child of

about six, he thought that with
"careful expurgations" it might be given to
children of thirteen! He considered it
extraordinarily mistaken that such a question
should be set to children of thirteen (Margaret
Powell) as — Distinguish between Crime & Sin.

Also, when I read Eric H — 's delightful
answer on French History, he said it was
so good but alas! so little worth doing.
Why should children's murderous proclivities
be pampered by giving them descriptions of
such events as the Massacre of St. Bartholomew?
and why should they be told such words as
Huguenot & Catholic before they could possibly

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understand such differences?

He also found fault with the use in Margaret Powell's paper of some phrase she must have bodily taken from a book, namely, that they had their hearts in their work & their work in their hearts.

He has no idea of what we know so well, that quite little children will delight in the literary flavour of a passage.

Of course, he is an agnostic and as such, I fear, is unteachable. He goes on the principle that with our finite minds we should try and understand everything.

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I do not think he will be long in this position, but as long as he is the school is an impossibility for me, so I only hope you will persuade Miss McGill.

The other two teachers are quite teachable & would do splendid work, particularly the man.

The examination papers seem to be ones that people did not want back, so may I keep them for the present?

Would you keep this letter so that we may discuss the points further, and they will not, of course, be as fresh in my mind.

A. Franklin.

A.D.

Kindly give card to Miss Parson
for new work

AMBLESIDE,
WESTMORLAND

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Amblside

is p. 112

Letter from Mr. Franklin to the Baron

from 1894—

One important letter

1897 taking up work
as a mission

See the Baron's letter
in from folio

from
~~Franklin~~
~~to the Baron~~
~~Thomley~~
~~Ball~~
~~for~~

See especially B